



**Literacy Design
Collaborative**

Rethinking Ophelia

by Kimba J. Rael

This unit begins with a reading of Hamlet through the gender and social class theoretical lenses. The module will serve as the culminating writing for the entire unit; although, it is not inclusive of the actual reading of Hamlet. The purpose of the module is to examine the role of Ophelia in Hamlet based upon the social perceptions found in the readings. The unit is taught during the second quarter following work on multiple perspectives.

GRADES

11 - 12

DISCIPLINE

 **ELA**

COURSE

 **Honors**

Section 1: What Task?

Teaching Task

Task Template 14 - Informational or Explanatory

How can a gender theoretical lens shape the way Ophelia is perceived in Hamlet? After reading Hamlet and other essays, write a literature review of each of the three essays in which you describe and analyze the content of each reading from a gender perspective. Support your discussion with evidence from the text(s).

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Additional Standards

Colorado

Colorado Academic Standards for Reading, Writing and Communicating

CO

Locate and select appropriate information that clearly supports a definite purpose, topic, or position

CO

Explain the influence of historical context on the form, style, and point of view of a written work

CCSS

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects


RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Texts

🔗 **Between "Girl Power" and "Reviving Ophelia": Constituting the Neoliberal Girl Subject by Marnina Gonick (NWSA Journal, Vol. 18, No. 2 (Summer, 2006), pp. 1-23)**

🔗 **On Ophelia's Madness by Carroll Camden (Fine Arts Journal, Vol. 14, No. 3 (Mar., 1903), pp. 91-94)**

 **Shakespeare's Gentle Heroine by Bertha Vanderlyn (Fine Arts Journal, Vol. 14, No. 3 (Mar., 1903), pp. 91-94)**

 Hamlet

Cambridge Scholar Edition

 **Folgers Shakespeare Library**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Over the past several weeks, we have delved into the literary critics world of multiple perspectives. Theoretical lenses have illuminated social and cultural patterns and perpetuations of various ideologies that wait softly below the surfaces of texts. While reading Shakespeare's Hamlet, you were invited to read the text through the gender and social class lenses. We will embark upon a contemporary exploration of Ophelia and the social perceptions of her character by examining literary nonfiction critiques of her character.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

CONSIDERING THE PROMPT: Ability to identify the key aspects of the prompt.

ACTIVATING PRIOR KNOWLEDGE: REVIEWING THE GENDER LENS: Ability to apply the gender lens to text.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > ANNOTATION: Ability to identify the central point and main supporting elements of a text. L2 In your discussion, address the credibility and origin of the essays. L3 Identify any gaps or unanswered questions.

POST-READING > CITING EVIDENCE: Ability to correctly format a works cited page according to the MLA style guide.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to select passages relevant to the task for use in the literature review and analysis..

Writing Process

INITIATION OF TASK > RECONSIDERING THE PROMPT: Ability to break the prompt into the individual components necessary to answer effectively.

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a well-crafted thesis statement.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to a literary review/ informational analysis.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure using substantive reasoning and thorough and purposeful textual evidence.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, so that literature review summaries explicitly connect with the analysis, and correctly use in-text citation.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	CONSIDERING THE PROMPT: Ability to identify the key aspects of the prompt.	NOTES In groups, underline the genre(s) the prompt wants you to write in, star the verbs of what you will be doing, and circle the content you will be using.	Formative: needs to underline: literary review, describes, and analyzes. needs to star: describes, analyzes, and addresses. needs to circle: Hamlet and other essays, from the gender perspective, the question (How can a gender theoretical lens shape the way Ophelia is perceived in Hamlet?)	Think, pair, share
20 mins	ACTIVATING PRIOR KNOWLEDGE: REVIEWING THE GENDER LENS: Ability to apply the gender lens to text.	SHORT CONSTRUCTED RESPONSE Discuss the gender lens and how a reader uses it to evaluate text.	Response adequately explains the purpose and process of using the gender lens by stating an adequate definition and provides an example from Hamlet or another text previously discussed.	In pairs, write on a small white board, or similar, a response to the prompt. Compare answers amongst groups and discuss as a whole class. Notes: This is a review of a previously discussed term. The intention is not new learning, but a review of a term that was in use during the past two units.
Reading Process				
10 mins	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY JOURNAL "In your Reader's Response Journal, list and describe/define words, and phrases that challenge your understanding of the texts."	* Completes mini-task. * Shares during class discussion time.	on-going when reading at home: 10 minutes start of each class upon return * Make pictorial representations or use graphic organizers to illustrate vocabulary terms (e.g. word mapping). * Write definitions in their own words. * Select key terms discussed as a group and create vocabulary cards: Front side contains the word and a graphic representation/ the back side contains the definition or description, a sentence depicting the words meaning and the contextual sentence.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	ACTIVE READING > ANNOTATION: Ability to identify the central point and main supporting elements of a text. L2 In your discussion, address the credibility and origin of the essays. L3 Identify any gaps or unanswered questions.	SHORT CONSTRUCTED RESPONSE/ ANNOTATIONS Short reflective entry for each text: "What is this article about and what does it tell me about Ophelia and social perceptions of her role/ women, give supporting details? L2 In your discussion, address the credibility and origin of the essay. L3 Identify any gaps or unanswered questions.	* Answers questions with credible response.	This will be repeated daily for each of the three essays. * Invite students to share and discuss their answers for each text in a literature discussion group * After the discussion, allow them to add to their entries. * Discuss any issues or areas of confusion that arose with the reading of each article. Model using think aloud for especially confusing passages such as with "On Ophelia's Madness" * Have students mark the text with sticky notes (different colors, for example Yellow means you have a question, start these with "I wonder..."; Blue means you don't understand, start these with "I don't understand..."; Green you make a connection, start these with "This reminds me of..."; Red can be a conclusion, start these with "I think...") or * Annotate directly on the copy of the essay
Not provided	ACTIVE READING > ANNOTATION: Ability to identify the central point and main supporting elements of a text. L2 In your discussion, address the credibility and origin of the essays. L3 Identify any gaps or unanswered questions.	STICKY NOTES Using sticky notes while reading, write down any questions or significant passages to share with class.	Sticky notes occur throughout text and are not only situated in one or two points.	Students use sticky notes for personal annotations, so this is an on-going practice. No new instruction needed.
15 mins	POST-READING > CITING EVIDENCE: Ability to correctly format a works cited page according to the MLA style guide.	WORKS CITED For each text, create a works cited entry that incorporates all necessary components of a properly formatted item.	* Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). * Correctly formatted	* Provide MLA style guide and discuss why each element of citation is needed. * First, cite one source, Hamlet, whole group. Remind students about formatting: alphabetical, reverse paragraph structure, and spacing.
Transition to Writing				
1 hr and 30 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to select passages relevant to the task for use in the literature review and analysis..	NOTES Notes and Annotation: "For each text, take notes and/or annotate elements relevant to the task. Make sure you have the information to do a citation when needed to avoid plagiarism."	* Identifies relevant elements – quotes and explanations. * Includes necessary citation information to support facts, questions, etc. (for example, page numbers for a long text, clear indication when quoting directly).	* Teach strategies for note taking and/or annotation. * Check that early student work is in MLA format. * Explain textual evidence choices to a partner for feedback regarding ability of the text to support purpose.

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Writing Process				
20 mins	INITIATION OF TASK > RECONSIDERING THE PROMPT: Ability to break the prompt into the individual components necessary to answer effectively.	DISCUSSION "Review the task and identify key points and information from text(s) that will help you address the task."	No Scoring	* Review the task and discussion-based strategies, such as seminar. * Small group discussion using question.
Not provided	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a well-crafted thesis statement.	THESIS STATEMENT: INTRO PARAGRAPH Thesis statement: Develop a thesis statement that incorporates your entry point into the analysis.	* Writes a concise summary statement or draft opening. * Provides direct answer to main prompt requirements. * Establishes a thesis (focusing idea). * Identifies key points that support development of argument.	* Students will write a thesis statement as homework the night before. * All students will write their thesis statements on the board. * With their own markers, all students will comment on each others thesis statement regarding the effectiveness of each thesis, the relevancy to the task, and the grammatical correctness. * Students will read the comments on their thesis statement. * Whole class discussion while reviewing each statement and the quality of the comments. * Students will then revise or rewrite their individual thesis statement.
1 hr	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to a literary review/informational analysis.	OUTLINE Outline/organizer: "Create an outline or organizer based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence."	* Creates an outline or organizer. * Supports thesis. * Uses evidence from texts analyzed earlier.	* Discuss the characteristics of a literature review * Discuss possible textual structures to use to meet the demands of the prompt. For example, the first three sections of the body could each summarize and analyze the gender viewpoint being perpetuated one for each essay and then a final section could be dedicated to answering the question; or the questions could be woven throughout each section as each essay is described and analyzed from the perspective of the question.
1 hr	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure using substantive reasoning and thorough and purposeful textual evidence.	ROUGH DRAFT Initial Draft: "Write an initial draft complete with opening, development, and closing; insert and cite textual evidence in-text."	* Provides complete draft with all parts. * Thesis is supported in the later sections with evidence and citations. * All aspects of prompt are addressed: description, analysis, and response to question	One day in class and two nights homework. In class will be work time with teacher check-ins for progress.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, so that literature review summaries explicitly connect with the analysis, and correctly use in-text citation.	PEER REVISION Using a writer's workshop model. Listen to classmates as they read their papers to determine elements that support or are ineffective in the writing.	Students participate with specific feedback.	Over two days: In a rotating order with desks in a circle so everyone can equally see each other, follow the following steps: One student read his or her essay. Other students listen and take two-column notes. One column titled "What works" and "What to Reconsider" As students listen, they need to take specific notes that quote actual text or moments for each column. Once finished, in an open group dialogue, students will share their notes about the writing. During this time, the author remains quiet to absorb the discussions. Once all aspects are discussed, the author may comment. After a few students have gone through the process, create a reflective discussion in which students are prompted to share what take-aways they gleaned about their own writing through the discussion about someone else's writing.
Not provided	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	EDITING Edit draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	* Provides draft free from distracting surface errors. * Uses format that supports purpose.	Homework
Not provided	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL DRAFT Turn in your complete set of drafts, plus the final version of your work.	* Submits final work for evaluation on time.	Not Provided

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No Type Defined



 **Student Work Unscored**

Teacher Reflection

Not provided

All Attachments

🔗 **Between "Girl Power" and "Reviving Ophelia": Constituting the Neoliberal Girl Subject by Marnina Gonick (NWSA Journal, Vol. 18, No. 2 (Summer, 2006), pp. 1-23) :**
<https://s ldc.org/u/6frrzsit2q38a61r2qckno890>

🔗 **On Ophelia's Madness by Carroll Camden (Fine Arts Journal, Vol. 14, No. 3 (Mar., 1903), pp. 91-94) :**
<https://s ldc.org/u/e837lak9u2hrmh2f7v0js1nl5>

🔗 **Shakespeare's Gentle Heroine by Bertha Vanderlyn (Fine Arts Journal, Vol. 14, No. 3 (Mar., 1903), pp. 91-94) :**
<https://s ldc.org/u/7ya4ouzeh0d0toammgmulbiv7>

🔗 **Folgers Shakespeare Library :**
<https://s ldc.org/u/dfim2a9hkmuytyc33azl17cb>

📄 **Student Work Unscored :**
<https://s ldc.org/u/2r13dz93e15e2syds1ohynv8p>